



Gordon Elementary

926 Perry Avenue
Dillon, S. C. 29536

Grades	4-6 Elementary School	
Enrollment	786 Students	
Principal	J. B. Greene-Richardson	843-774-1227
Superintendent	D Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

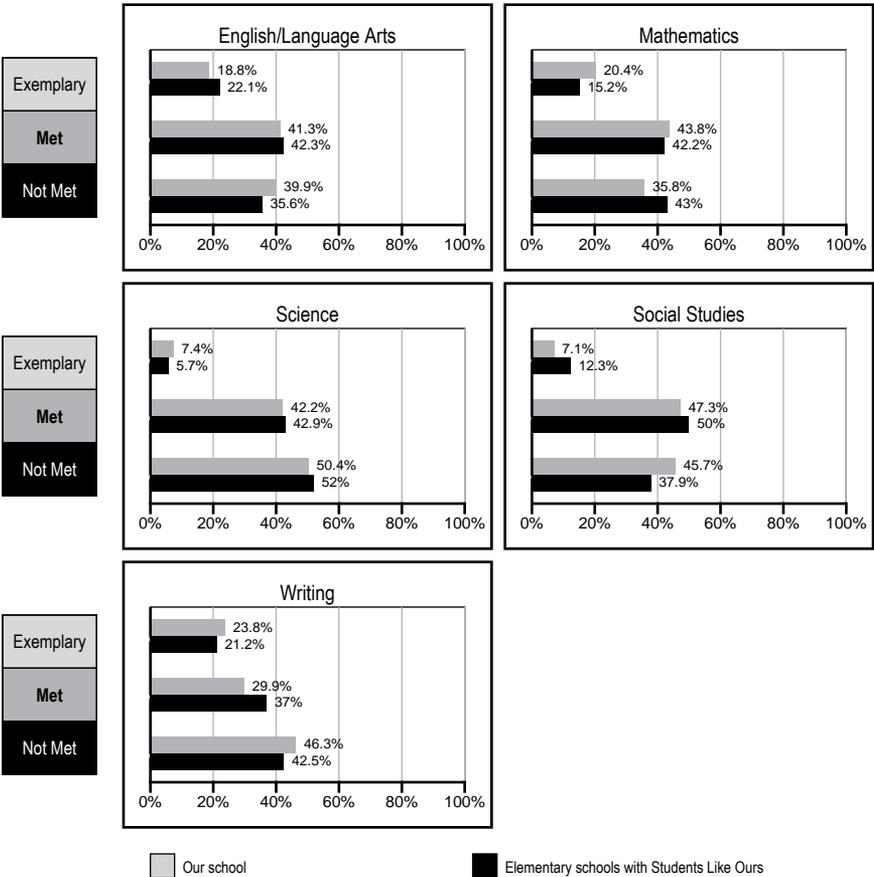
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=786)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.3%	Down from 4.2%	2.5%	1.9%
Attendance rate	95.2%	Up from 94.8%	96.0%	96.3%
Eligible for gifted and talented	6.9%	Up from 6.2%	3.3%	10.0%
With disabilities other than speech	7.4%	Up from 6.7%	7.5%	7.7%
Older than usual for grade	6.1%	Down from 6.7%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	51.0%	Down from 54.0%	57.1%	59.4%
Continuing contract teachers	68.6%	Down from 70.0%	71.4%	80.0%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 88.2%	82.0%	85.9%
Teacher attendance rate	93.0%	Up from 92.2%	95.2%	95.1%
Average teacher salary*	\$44,600	Up 3.8%	\$45,725	\$47,149
Professional development days/teacher	18.6 days	Up from 9.8 days	10.7 days	11.1 days
School				
Principal's years at school	12.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 16.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	86.7%	Up from 84.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 96.7%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,550	Up 5.7%	\$8,624	\$7,458
Percent of expenditures for instruction**	68.8%	Down from 69.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	64.4%	Up from 55.2%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gordon Elementary School had a very rewarding and positive school year. Although Gordon Elementary School did not meet Adequate Yearly Progress for the 2008-2009 school year, we made progress through hard work, commitment, and dedication of faculty, staff, and students.

Students received small group instruction in reading with the continuation of our Souday Reading Intervention Program. Small group instruction was also the focus in classrooms in each grade level. Students were challenged in their Focus Groups. These groups assist students with review of PASS skills and practice activities.

Gordon Elementary School continued with the Positive Behavior in Schools Program (PBIS). This is the fourth year of implementation for this program. Students are rewarded for their good behavior. Students participating in the planned activities of PBIS must meet the guidelines.

Gordon Elementary School continues to participate in the following service learning projects: Trojan Baskets, Mathathon, and March of Dimes. Our Lunch Buddy Mentoring Program continues to be successful.

The School Improvement Council was active and helped shape the school climate to strengthen the instructional program. The five-year plan for improvement was written with assistance from the School Improvement Council. Thanks to everyone for their support and dedication.

J.B. Greene-Richardson, Principal
Stephanie Jenkins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	210	129
Percent satisfied with learning environment	65.7%	73.2%	75.0%
Percent satisfied with social and physical environment	54.5%	66.0%	66.9%
Percent satisfied with school-home relations	23.5%	73.7%	70.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	786	99.9	39.5	41.8	18.6	72.2	72.2	82.8	Yes	Yes
Gender										
Male	398	100	44	39	17	69.6	69	79.3	N/A	N/A
Female	388	99.7	35	44.7	20.3	74.8	75.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	178	100	23.5	43.8	32.7	82.1	82.2	89.5	Yes	Yes
African American	554	99.8	44	41.8	14.2	69.8	69.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	28	100	40.7	33.3	25.9	70.4	73.1	76.5	I/S	I/S
American Indian/Alaskan	23	100	52.2	34.8	13	56.5	66.7	82.5	I/S	I/S
Disability Status										
Disabled	79	98.7	77.5	19.7	2.8	32.4	37.9	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	40	33.3	26.7	70	71.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	721	99.9	41.8	42.3	15.9	70.3	70.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	786	99.9	35.6	44.1	20.4	71.9	68.7	78.9	Yes	Yes
Gender										
Male	398	100	35.9	44	20.2	71.2	66.4	77	N/A	N/A
Female	388	99.7	35.2	44.2	20.6	72.6	71.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	178	100	23.5	42	34.6	84	82.2	87.2	Yes	Yes
African American	554	99.8	39.6	44.4	16	67.7	63.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	28	100	18.5	55.6	25.9	88.9	84.6	76	I/S	I/S
American Indian/Alaskan	23	100	52.2	34.8	13	60.9	66.7	79.5	I/S	I/S
Disability Status										
Disabled	79	98.7	74.6	21.1	4.2	35.2	34.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	23.3	50	26.7	86.7	83.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	721	99.9	37.6	44.9	17.5	70	66.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	523	99	49.5	43.1	7.4	50.5	49.9	67.5
Gender								
Male	260	98.1	42.5	47.4	10.1	57.5	52.8	67
Female	263	100	56.3	38.9	4.8	43.7	46.9	68
Racial/Ethnic Group								
White	118	99.2	28.7	58.3	13	71.3	71.6	79.5
African American	368	99.2	57	37.9	5.1	43	42.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	18	100	35.3	41.2	23.5	64.7	56.7	60.7
American Indian/Alaskan	16	93.8	46.7	46.7	6.7	53.3	58.1	71.2
Disability Status								
Disabled	47	95.7	73.2	22	4.9	26.8	23.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	19	100	36.8	42.1	21.1	63.2	59.4	59.6
Socio-Economic Status								
Subsized meals	474	99	52.3	42.8	4.9	47.7	46.3	55.1
Social Studies								
All Students	519	99	44.8	48.1	7.1	55.2	56.9	72.3
Gender								
Male	263	98.9	47.8	45	7.2	52.2	55.2	71.5
Female	256	99.2	41.7	51.2	7	58.3	58.5	73.2
Racial/Ethnic Group								
White	124	100	31.9	54.9	13.3	68.1	70.3	80.7
African American	361	98.9	48.3	46.5	5.2	51.7	52.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	19	100	61.1	33.3	5.6	38.9	52.8	68
American Indian/Alaskan	14	92.9	46.2	46.2	7.7	53.8	68.2	72.2
Disability Status								
Disabled	58	98.3	71.7	26.4	1.9	28.3	31.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	20	100	60	35	5	40	50	67.9
Socio-Economic Status								
Subsized meals	478	99.2	47.6	46.9	5.5	52.4	54.4	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	791	99.2	46.3	29.9	23.8	53.7	57.5	70.2	95.2	95.1
Gender										
Male	399	99	53.1	27.2	19.6	46.9	50.7	63.2	94.9	94.8
Female	392	99.5	39.3	32.6	28.1	60.7	64.5	77.5	95.5	95.3
Racial/Ethnic Group										
White	183	99.5	32.5	31.3	36.1	67.5	69.9	79.1	93.7	94.3
African American	554	99.1	50.4	29.9	19.8	49.6	53.1	57.6	95.7	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.8	96
Hispanic	28	100	39.3	28.6	32.1	60.7	64.2	62.6	96	96.3
American Indian/Alaskan	23	100	60.9	21.7	17.4	39.1	57.1	68.7	93.9	91.7
Disability Status										
Disabled	79	92.4	88.2	8.8	2.9	11.8	16.5	26.1	94.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	31	100	41.9	25.8	32.3	58.1	62.5	61.2	95.8	96.2
Socio-Economic Status										
Subsided meals	730	99.2	48.8	30.1	21.1	51.2	54.9	58.9	95.2	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	42.7	39.9	17.3	57.3
	5	290	100	35.9	43.6	20.5	64.1
	6	239	99.6	40.4	41.7	17.8	59.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	36.7	44.4	19	63.3
	5	290	100	35.2	44.3	20.5	64.8
	6	239	99.6	34.8	43.5	21.7	65.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	48.8	41.9	9.3	51.2
	5	145	96.6	45.9	47.4	6.8	54.1
	6	121	100	55.1	40.7	4.2	44.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	41.5	51.2	7.3	58.5
	5	145	96.6	64.1	26.7	9.2	35.9
	6	117	100	29.5	66.1	4.5	70.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	100	49.2	32.5	18.3	50.8
	5	293	100	46.4	26.6	27	53.6
	6	241	97.5	42.9	31	26.1	57.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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